



Hamsey Green  
Primary School

## Pupil premium strategy statement 2022-2023 evaluation



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	Hamsey Green Primary
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 <b>2022/2023</b> 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Nikki Mace HT
Pupil premium lead	John Boffa DH
Governor / Trustee lead	Corinne Fernandes (until DP Gov has been appointed.)

### Funding overview

Detail	Amount	actual
Pupil premium funding allocation this academic year	£84,485 (April 22- March 23)	<b>£84,485</b> <b>(April 22- March 23)</b>
Recovery premium funding allocation this academic year	£8,591	<b>£8,591</b>
School led Tutoring funding	£8586 funded £12,284 spent	<b>£8586 funded</b> <b>£12,284 spent</b> <b>£1200 clawback TBC</b>
<b>Total budget for this academic year</b>	£105,360	

## Part A: Pupil premium strategy plan evaluation

### Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through internal and external CPD.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support using STIPS.
- Support for disadvantaged pupils with SEND prior to funding
- support to transport pupils to required intervention they would not be able to access
- Play therapist for identified children.
- Pupils to access specific interventions for SEMH, STIPS, ELSA and SLCN needs in order to access learning and make good progress,
- Worry boxes established across the school and boxes checked daily. Follow up concerns directly with pupils, escalating to CT / SENCO/ HT as appropriate.
- Lunch time support on playground
- School Attendance and Punctuality monitoring by the school SAP
- To run intervention programmes to support behaviour, social skills and SEMH needs
- To provide a point of contact for parents wishing to access support for the family
- To provide breakfast items
- To provide uniforms
- Signpost families to appropriate organisations
- To provide support for trips and visits / enrichment

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor parental engagement in support with learning
2	Narrowing the attainment gap across Reading, Writing, Maths and Science- especially in vocabulary
3	Attainment gap in children achieving expected particularly in writing.
4	Attendance and Punctuality issues.
5	SEND/DP SEMH/Anxiety within a core group of children.



## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading 73% pupils achieved national 24% GDS 50% DP READING
Progress in GPS Writing	Achieve national average progress scores in KS2 Writing 68% pupils 4% below national (1 pupil difference) 17% DP GPS
Progress in Mathematics	Achieve national average progress scores in KS2 Maths 71% pupils achieve national 19% GDS 33% DP MATHS
Greater Depth in writing	Achieve national average for greater depth writing 24% GDS
Other	Ensure attendance of disadvantaged pupils is above 96% 87% ATTENDANCE

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,485 **actually received £82,533**

Activity	Evidence that supports this approach	Challenge number(s) addressed	EVALUATION
<p><i>Teacher and TA to have tutoring training to deliver school led tutoring.</i></p> <p><i>1x11 hrs @ surrey</i> <i>3</i></p>	<p>identified member of staff to lead the School Led Tutoring across the school.</p>	<p>2,3</p>	<p>X2 RETRUNING MATERNITY TEACHERS UNDERTOOK SCHOOL LED TUTORING MARCH -JULY</p> <p>As teachers known to the school, training was not required. They liaised with class teachers to work on closing gaps, using entry and exit data on Target Tracker, BenchMarking and tests.</p>
<p><b>2 teachers to continue access NPQLTD CPD and 2 new teachers to start NPQLTD CPD</b></p> <p>(Supply costs of release for staff members to be confirmed)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support leaders to be able to support less experienced members of staff.</p>	<p>2, 3</p>	<p>Courses commenced Jan 23. 1 teacher has stayed Hamsey and one left July 23 but continues the course. <b>£600</b></p> <p>x2 teachers successfully passed the LPQLTD . Leading on Mental Health and PSHE due to rising needs- especially with PP children.</p>
<p><b>NELI for EYFS for communication and language</b></p> <p><b>2x teachers</b> <b>1x TA to lead intervention</b></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.</p>	<p>2,3</p>	<p>NELI completed with 6 children. All children made good or better progress from their starting point although none of the targeted children met GLD</p> <p>Led by qualified NELI TA x20 weeks</p> <p>Supprted through new Gov Approved Twinkl Phonics Programme,</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,260

Activity	Evidence that supports this approach	Challenge number(s) addressed	evaluation
<p>School Led Tutoring (if funded)</p> <p>Led by Experienced SEND TA</p> <p>X2 returning maternity teachers</p> <p>15-48 children to receive 1:1-3 catch up provision from NTP</p> <p>15 hours @ £684 per child x 15 = £10,260 after subsidy</p> <p>£8586 funded</p> <p>£12,284 spent</p> <p>£1216 clawback</p> <p>TBC</p>	<p>EEF (+4)</p> <p>Having analysed our cohorts we have identified that the Year 5 and 6 cohort need support to address gaps in maths.</p> <p>Due to Covid we have identified that Writing and maths within Year 5 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 3 and 4 cohorts as needing intervention and therefore will access SLT tutoring for Maths and English with children accessing 1:1 provision to narrow the gaps</p>	2,3	<p>x5 Year 6 targeted children completed 15hrs tutoring</p> <p>KS2 SATS</p> <p>20% PASSED GPS</p> <p>40% PASSED MATHS</p> <p>60% PASSED READING</p> <p>YEAR 5</p> <p>67% PUPILS MADE ACCELERATED PROGRESS IN THEIR TARGETTED SUBJECTS</p> <p>YEAR 4</p> <p>50% PUPILS MADE ACCELERATED PROGRESS IN THEIR TARGETTED SUBJECTS</p> <p>YEAR 3</p> <p>50% PUPILS MADE ACCELERATED PROGRESS IN THEIR TARGETTED SUBJECT</p> <p>YEAR 2 SATS</p> <p>30% TARGETTED PASSED READING SATS</p> <p>30% TARGETTED PASSED READING SATS</p> <p>10% TARGETTED PASSED READING SATS</p> <p>40% MADE ACCELERATED PROGRESS IN SUBJECT AREAS</p>
<p>Disadvantaged pupils have access to additional 1:1 support and group</p>	<p>Children in Yr 4 who need extra support with their behaviour for learning to help them access their</p>	2,3	<p>SEE YR 4 ABOVE</p> <p>43% PASSED MTC (83% OF THOSE PASSING WITH FULL MARKS)</p>

<p>interventions to close the gap between peers and raise attainment.</p> <p>SLT run booster groups for year 6</p>	<p>learning have been identified.</p> <p>Children in Yr 4 and Yr 5 to help them access their learning as they are working out of year group have been targeted.</p> <p>Through ongoing assessment Yr 6 children are identified for Reading and Maths booster groups led by DH and HT.</p>		<p>SEE ABOVE</p> <p>DH BOOSTER MATHS CLASS PASSED 67%</p> <p>HT BOOSTER GPS CLASS 67% PASSED</p> <p>HT BOOSTER READING CLASS 63% PASSED</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,842

Activity	Evidence that supports this approach	Challenge number(s) addressed	EVALUATION
<p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders: to raise attendance /punctuality. (£5214 per annum)</p> <p>Workshops delivered to parents led by subject leaders:</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>monitors patterns and analyses data, supports early intervention/builds relationship with families, working alongside HT and IO</li> <li>approaches and programmes which aim to develop parental skills such</li> </ul>	<p>1, 4</p>	<p>PA HGPS 17.4%</p> <p>PA NATIONAL 22.3%</p> <p>ATTENDANCE HGPS 93.4%</p> <p>NATIONAL ATTENDANCE 93%</p> <p>DP ATTENDANCE 87%</p> <p>(x2 EBSNA)</p> <p>SAP working closely with IO and DSL team to monitor and support</p> <p>Workshops delivered to parents led by subject leaders:</p> <p>Phonics</p> <p>Reading</p> <p>Homework</p>

	<p>as literacy or IT skills;</p> <ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>		
<p>For pupils identified as not receiving adequate breakfast as identified by learning mentor.</p> <p>Funding set aside to pay for extracurricular activities to pay for pupils who otherwise would not benefit from them. Funding set aside to assist with 40% payment for uniforms, equipment and school trips.</p>	<p>If the children feel safe, comfortable and fit in and by coming into school like this they are more likely to want to come in and learn and increase aspirations.</p> <p>Extra curricular support be provided so that cost does not inhibit families to give consent for their children to attend the trips.</p>	<p>4, 5</p>	<p>Pupils feel confident to report to class TAs that they are hungry and require breakfast. £57.43 spent on breakfast, also eaten 300 breakfast bars donated to school</p> <p>£448 towards trip contributions</p> <p>£35.20 towards books</p> <p>ASC £1061.78 towards wrap a round care required to access external support</p> <p>£0 on uniform as not requested – used high quality preloved uniform</p> <p>TA DP SUPPORT</p> <p>£ 112,157.81 (£6797.81 subsidised by school due to needs of pupils)</p>



<p>ELSA 8 identified pupils and ELKLAN 6 pupils</p>	<p>A therapeutic intervention to help pupils understand muddled feelings and upsetting events that they have not had the chance to sort out properly. Children can use ELSA and ELKLAN to communicate at their own level and at their own pace without feeling interrogated or threatened.</p>	<p>5</p>	<p>x5 hourly sessions a week set aside for pupils. All sessions utilised and doubled the time required for next year due to rising case load</p> <p>x6 KS1 pupils accessing ELKLAN – positive feedback from pupils – need to retrain a new member of staff 23-24</p>
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**Total budgeted cost: £ 112,157.81**